

OTE 81-6743

24 JUL 1981

Training - 3-1

MEMORANDUM FOR: Deputy Director, National Foreign Assessment Center

FROM:

Director of Training and Education

SUBJECT: Training of NFAC Career Trainees

REFERENCE: Memorandum for DTE from DD/NFAC, dated  
18 June 1981, Same Subject

1. OTE appreciates NFAC's support in the development of a curriculum for the analytical portion of the course for NFAC Career Trainees which begins on 2 March 1982. A preliminary cut at this eight-week curriculum is attached.

2. In an effort to provide as much "hands-on" training as possible, we will stress exercises in data gathering, problem analysis, report writing and information presentation. In addition, we would like to have the students research and produce a paper drawing upon the above skills. We will propose topical issues such as nuclear proliferation or terrorism. It is hoped that some of those student efforts will be suitable for eventual publication by NFAC. This would stimulate class interest, underscore NFAC's emphasis on training, and possibly contribute some insights to important international problems.

3. We would suggest that, as in the case of the Seminar on Intelligence Analysis and the Introduction to Analysis courses, you designate an advisory panel drawn from the various production offices of NFAC to assist us in fleshing out the analytical instruction bloc of this curriculum. We want to insure that this course meets the training objectives of the offices which will eventually receive these new Career Trainees.

Attachment:  
As Stated

cc: DDA

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ANALYSIS TRAINING COURSE OUTLINE FOR NFAC CAREER TRAINEES

PHASE I - Introduction

Agency/NFAC Historical Perspective  
Philosophy of Intelligence Analysis  
Professionalism  
Feedback by Psychological Services (Individual cognitive styles and work preferences)  
Overview of the Various NFAC Art Forms: NID, PDB, Spot Commentaries, Imagery Reports, Biographics, Typescripts, Estimates, IAs, IMs, etc.  
Producer Consumer  
Introduction of Student Problem for Eventual Publication (See memo)

PHASE II - How to Gather Data (Research, analysis, and analytical support systems)

Review of Collection Systems: (Includes trips to major collection centers--State, NSA, NMIC, NPIC, etc.)  
ELINT  
SIGINT  
Imagery  
HUMINT  
Others  
Other Information Resources: (Students will seek to acquire material for their assigned problem)  
State Reporting  
DIA/Military  
INR  
OCR and OCO  
Other NFAC Offices  
Use of Computers to Gather Data: SAFE, SOLIS, COINS, etc.

PHASE III - How to Do Analysis

Types of Analysis and Approaches to Problems: (Interspersed throughout with analytical exercises)  
Use of Computers to Assist in Analysis, Introduction to VM, Script, etc.  
Defining the Problem  
Principles of Logic  
Intuitive Analysis  
Quantitative Analysis  
Other Analytical Methods  
Imagination and Creativity  
Mind Sets and Biases  
Group Problem Solving/Interdisciplinary Analysis  
Gathering Additional Data  
Surveying the Community (Developing inside/outside contacts)

PHASE IV - How to Write Reports

- Basic Writing
- Use of Computer in Drafting
- Elements of NFAC Style
- Editor's Dos and Don'ts
- Writing Exercises:
  - Biographic Report
  - Spot Commentary
  - Staff Note
  - NID
  - PDB Writing/Including Discussion of PDB Concept for Longer Articles
  - Feature
  - Typescript Memo
  - Key Judgements for an Estimate
  - Simulated Production Meetings, Coordination Sessions, and Editorial Review of Student Drafts.

PHASE V - How to Present Information

- Targetting the Audience:
  - The NFAC Production Process (Shepherding your article through)
  - Use of Graphics
  - Video Recorders
- Oral Briefing Techniques:
  - Quick Response for Office Chief, etc.
  - U.S. and Foreign Officials
  - TDY Briefings
- Written Briefings:
  - DCI Briefings
  - Congressional
- Effective Debriefing:
  - Returning Ambassadors
  - DDO Officers
  - TDYs Provide Opportunity to Collect Information Through Interviews (i.e., Debriefing)
- Exercises:
  - Country Briefing for Outgoing Ambassador (Use of State officers)
  - Quick Response Briefing for Office Chief
  - Debriefing Returning Reports Officer (Use of DDO officers)
  - Written Briefing for DCI

PHASE VI - Student Evaluation, Discussion, and Feedback

In addition to the above skills, what else contributes to the making of a good analyst and a successful career in NFAC?

How can the student realize the maximum benefits they will be receiving for their CT futures as well as career assignments from this training?

Student appraisal of the Analysis Training Course and suggestions for making it better.

## NATIONAL FOREIGN ASSESSMENT CENTER

WASHINGTON, D. C. 20505

OTE REGISTRY

81-9402

18 JUN 1981

MEMORANDUM FOR: Director of Training and Education

FROM : Deputy Director  
National Foreign Assessment Center

SUBJECT : Training for NFAC Career Trainees

REFERENCE : Your memo of 11 May 1981, subj: Proposed  
Career Training Program for NFAC Careerists

1. NFAC fully supports the curriculum changes that you are incorporating into the Career Training Program, starting with the June 1981 class. As I indicated to you when we discussed this matter in April, NFAC Career Trainees will participate in the full 55-week program. I want NFAC Career Trainees to be considered full-fledged participants in the program and I feel that participation in the ten-week orientation program is an excellent way to begin this process. I share your view that the multi-directorate nature of the Career Training Program needs to be revived at this point and for this reason I would like every NFAC trainee to complete the entire program.

2. With regard to the analytical training proposed for NFAC Career Trainees, I had each NFAC office review the proposal and they have all indicated their support for this new approach. Clearly, much needs to be done in terms of fleshing out the bloc of analytical instruction and I would like to receive an update on what will be covered under the various topics before the first running takes place in September. After the first group of trainees complete this training, we will be in a better position to identify what changes and additions may be necessary. As I mentioned earlier, I would like NFAC Career Trainees to receive a substantial amount of hands-on training during the Analytical Training Course. Please let me know if NFAC can assist your staff in making analytical exercises more meaningful for our trainees.

  
R. E. Hineman

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